

# The Church School Teacher

Volume XVIII

OCTOBER 1949

Number 8



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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE  
CHURCH SCHOOL  
TEACHER

VOLUME XVIII No. 8

OCTOBER 1949

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Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 85 cents each. Single subscriptions, \$1.00. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., under act of March 3, 1879. Printed in U. S. A.



# The Church School Teacher

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## From Your Director

L. H. WESTBERG

SEPTEMBER is Parish Education month. Has your congregation been made aware of it? If not, there is still time to do something about it. Your September schedule is filled with other causes? Then, please do celebrate Parish Education month in October. A packet of posters, sample tracts, and other material was sent to each pastor and superintendent. That was in August. But you can still order the suggested supplies from the Augustana Book Concern.

### *Spokane Workshop*

I am writing this from Tacoma, Washington. Miss Birdine Peterson, Miss Gertrude Hill, Miss Lauree Nelson, Mrs. K. M. Kuhns, Pastor Luther R. Livingston, and I, along with some thirty-five Augustana and American Lutheran teachers and pastors, have just completed a Parish Education workshop at Spokane. For five

days we worked together toward these goals:

1. To learn how to prepare for teaching *Christian Growth Series* lessons.

2. To learn how to teach *Christian Growth Series* lessons.

Each morning we started with Bible study, in the workshop manner, everyone *contributing*, instead of just listening to a lecture. There were questions, discussion, group decisions. We studied the first three chapters of Ephesians to find the meaning for us of the first three desired outcomes of the *Christian Growth Series*: 1. Fellowship with God. 2 Christian faith. 3. Christian living.

The group then went into departmental sessions, Beginner, Primary, Junior, and Intermediate, for daily demonstrations in teaching, the Spokane churches supplying the children. Afternoon hours

were spent in studying the *Techniques of Lesson Preparation* and discussions of *The Child and How He Learns*. Evening programs lightened the fare by audio-visual demonstrations under the subjects: *Training, Worship, Bible Background, and Phonograph Records*.

Church-school teachers, and the pastors who attended, liked the practical approach. "We need to be shown *how*. This did it," one teacher said. Well, we hope it has been a help, and the other workshops, too.

### *Goodby and Hello*

The 1949 workshops are a sort of finale to the present field staff of the Board of Parish Education. Miss Hill leaves to study at the University of Nebraska and Miss Nelson to be married (she will continue as editor of *The Olive Leaf*). Mr. Udden left in May to accept a position with the Hayward public school system, and Miss Dorothy Nelson in June to be married. I know I speak for all of our readers when I say to these friends and champions of Parish Education: "Thanks for everything. God bless you."

There will be new faces in the department, Miss Alberta Peterson from Jamestown, N. Y., and Miss Barbara Burhans of Minne-

apolis. We will write more about them later. Miss Birdine Peterson, who has been field worker for the Board in the Illinois and Superior Conferences, goes to the New England and New York Conferences. She is eminently qualified to help congregations in the training of church-school teachers. We wish there were two of her so we could supply all four conferences.

### *In This Issue*

This is our stewardship issue. I asked Miss Birdine Peterson what she thought of the cover picture for a stewardship issue. She looked at it for a bit, and replied: "That boy doesn't realize what an opportunity is his, does he?"

That about sums up what I want to say on the subject of stewardship. Children are ours to teach. They are our opportunity. I think we had better realize both our opportunity and responsibility, and sharpen our teaching tools. That is point number one. Point number two is that everything we have is given to us by God and represents opportunity. We are but stewards, i.e., managers, and we had better be good managers. Point number three is that it is also our opportunity to pass along this stewardship principle to our pupils. That is one of the desired outcomes of



Christian Growth, by the way, *Christian living.*

*Interested in Statistics*

**S**UBSTANTIAL increase in the number of United States Sunday schools, teachers, and officers was made between 1945 and 1948, according to statistics just released by the International Council of Religious Education. However, there was a slight decline in enrollment.

The figures reported cover the calendar year 1947, or the church year ending early in 1948, according to Miss Helen Spaulding, associate director of research, who made the statistical survey.

During this period the following increases were made:

19,060 more Sunday or Sabbath schools.

623,489 more officers and teachers.

23,641 more vacation church schools.

1,648,713 more vacation school pupils.

During the same period there was reported a net loss of 21,891 pupils in Sunday-school enrollment

of all churches. Miss Spaulding pointed out, however, that among the Protestant bodies co-operating in the International Council of Religious Education, there was a gain of 393,317 pupils and a gain of 426,112 officers and teachers.

There are now a total of 232,672 Sunday or Sabbath schools, 2,406,505 officers and teachers, and 24,588,112 pupils of all faiths.

Statistics from 246 religious bodies, including Catholic, Jewish, Orthodox, Protestant, and other groups are reported in a new pamphlet just issued by the International Council of Religious Education, 206 South Michigan Ave., Chicago 4, Ill. Price 25 cents.

*Methodists Lead*

The Methodist Church ranks first in numbers of church schools, of officers and teachers, and of pupils. The Southern Baptist Convention, the National Baptist Convention, the Disciples of Christ, the Presbyterian Church, U.S.A., and the Northern Baptist Convention also rank high in these three categories.

"You owe the world for all you learn;  
In payment you should teach, in turn,"

## From Your Director

R. A. VOGEELEY

THE Parish Education Emphasis has three major goals:

"Every Christian Family Has Family Worship"

"Every Christian Studies God's Word"

"Every Christian Spreads the Mighty Word"

Actually the month of November brings us to a fourth goal which we may express in these words, "Every Christian is a Faithful Steward."

Our Board did not include this in its regular Emphasis program because in any year November is American Lutheran Church month.

Elsewhere in this issue, as well as in the *Lutheran Standard* and in other releases, you have been reading about Loyalty Sunday. You may have seen the material prepared by the Department of Stewardship and Finance for the Every Member Visitation and the development of greater loyalty to the congregation and to the American Lutheran Church.

Your Director hopes that every superintendent is now using the talks and following the suggestions

that have been mailed from the office, that every school has established its goal for membership, enrollment, and attendance, and is really making an intensive effort to be a teaching church in the fullest sense of the word.

### *Institutes*

By November many areas have completed their Zone Church Worker's Institutes. Some people have suggested the name, Parish Education Institutes. Whatever the name may be, the purpose is to develop better teachers.

Are you having a Pre-service Teacher Training course in your church? If you have not started it, refer to Bulletin No. 2 in your Source Book for additional information. Other courses may be continued in your church according to local decisions.

### *Parish Education Questionnaires*

Although I am writing this on a very hot afternoon in July we anticipate preparing a uniform Parish Education Questionnaire which we will mail to every school by the end of the year. It will first go to the members of our District Com-



mittees for their suggestions and then the final copy will be mailed to every congregation. We would like to have a complete and accurate picture of the work that has been done this year and of the work which may be done in the future. We request your cooperation in returning this questionnaire.

### *Loyalty Sunday*

November 20 is Loyalty Sunday in the American Lutheran Church. The date is fitting for at least three reasons:

1. November has always been American Lutheran Church Month, a time of highlighting the broad program of the Church.

2. November 20 is the last Sunday of the Church year, a time to sum up and climax the year's promotional activity.

3. It is the Sunday before Thanksgiving and can be used to get hearts and minds truly prepared for a Thanksgiving observance.

Loyalty Sunday will be principally a spiritual project. Its chief objective will be Church and Sunday School attendance. The goal is nothing less than 689,310 members worshipping on that day, a one hundred percent record.

### *The Basis*

Is it possible? Yes. The attendance goal is set on the basis of

January 1 membership. The new members added in the intervening eleven months should offset those who have died and those who on that Sunday will be incapacitated. But even more favorably, Loyalty Sunday should be a day for bringing visitors. They will count in the attendance figures.

### *Climax*

The Sunday School has a vital part in Loyalty Sunday. All year long the A. L. C. has been emphasizing Parish Education, which has centered on family worship and Bible Study. Especially the second feature can be geared to a climax on Loyalty Sunday for basically the central theme of the Sunday school is the study of the Bible.

### *Rally Day*

Rally Day is September 25. November 20 is just eight weeks later and suggests a natural period of intensification during which the impetus of rally day can be maintained. Goals and projects can be set up for this period to stimulate interest especially in gaining new members.

### *Ideas*

Sunday-school superintendents and teachers will be supplied with ideas and suggestions for making effective use of the "Rally Day to Loyalty Sunday" period.

*Telegraphic Reports*

Can the effect of a church-wide spiritual impetus be measured? Of course, we can not measure the value of the thrilling experience of a church moving unit-wise to a spiritual goal, though we know there is great value to it. We can measure the results in terms of Sunday school and church attendance on that day. Techniques are now being set up to obtain telegraphic reports of attendance on Loyalty Sunday so the results can be announced the next day.

We're expecting 689,310 people worshipping on November 20.

*Superintendents*

The superintendent thinks about his own stewardship of time and talents; his own study of the Bible; his own worship, both with his family and at church, and his own proportionate giving. Assuming that every superintendent does this, I write about his official responsibilities rather than his personal life. The superintendent, as the executive officer of the Sunday school, has special opportunities for developing a program of Christian Stewardship in his school.

Does the superintendent so plan the Sunday morning sessions that he makes the best use of the school's time?

Is everything ready so that the session may begin on time?

Have materials been distributed?

Have directions been given?

Is all equipment in place?

If the teachers meet for prayer, has he made every arrangement for that group session?

Does he acknowledge the stewardship of others? The good work done by teachers and officers? The work of individual pupils as missionaries in bringing in new scholars? The work of those who visit the absentees? The faithful or special work done by any member of the school?

*Talks*

Our Board has prepared a series of "Talks" for the superintendents which may be used from Rally Day to Loyalty Sunday. These are suggestions for you Mr. Superintendent! They will afford you an opportunity to talk again about taking time for Bible study, family worship, Evangelism.

Have you ever thought how you can direct the members of your school every Sunday to the church service?

What goal have you established for Loyalty Sunday? What can you do to have an even higher attendance on November 20 than you had in September?



Each month you can continue to develop in your school a greater sense of loyalty to the total work of your own congregation and the American Lutheran Church through a discussion of proportionate giving and the Lord's Treasury, through the use of some of the visual aids suggested in this issue of *THE CHURCH SCHOOL TEACHER*.

Use your special opportunities for developing a program of stewardship in your schools.

### *Postscript*

P. S. If you have not seen the new syllabus, "Church School Administration," we suggest that you write to the Board of Parish Education for a copy. The price is twenty-five cents.

If you have not secured your Source Book by this time, it may be secured from the same office. The price is fifty cents.

In using both you will be a good steward of your time.

## *Christian Stewardship*

PASTOR T. A. KRUEGER

*A. L. C. Department of Stewardship and Finance*

**F**REEDOM is one of the great cries of our day. However, when we analyze the freedom for which a great many people in our day are clamoring, we shudder because that freedom is to be an absolute freedom of thought, word and deed. We are being told that men, women and children should have the right to think, say and do just as they please. Such freedom is sheer irresponsibility and it makes man law and God unto himself.

God's Word takes a stand against this kind of freedom, for in 2 Corinthians 5. 10, we are told: "For we must all appear before the

judgment seat of Christ; that everyone may receive the things done in his body, according to that he hath done, whether it be good or bad."

Man is responsible, answerable, accountable to God for all thoughts, words and deeds. Christian stewardship emphasizes this great truth and brings it home to the follower of Christ. Those who walk with God have an inner longing and determination that in their lives the conclusion of the explanation of the Second Article, "That I may be His own and live under Him in His Kingdom and serve Him in ev-

erlasting righteousness, innocence and blessedness," become a glorious reality. Consequently, Christian stewardship is living for Jesus, or the *complete use of me and mine for God and man.*

### Time

The current definition of Christian stewardship, *the complete use of me and mine for God and man*, is quite general. Lest we lose ourselves in generalities, we emphasize three phases of Christian stewardship, namely, time, talents and possessions.

Time is one of God's great blessings, and it dare not be misused or wasted. This great blessing of God, time, must be used in such a way that its use glorifies the heavenly Father. Time spent to satisfy the need of the soul is time spent to God's glory. "Seek ye first the kingdom of God," Matthew 6. 33.

The soul needs communion and fellowship with God. Therefore, "as good stewards of the manifold grace of God" we use some of the precious moments allotted to us in prayer to Him our Saviour, in searching the Scriptures daily, and in attending Sunday school and public worship that "we might grow in grace and in the knowledge of our Lord Jesus Christ." God has given us not only a soul, but

also a body. Time used to provide for the needs of the body is also time spent to God's glory.

### Guiding Principle

We need time to eat, to sleep, to play, to work. Constantly we must be on our guard against a disproportionate use of time in all matters that pertain to the physical side of life. "Whatsoever ye do in word and deed, do all in the name of the Lord Jesus, giving thanks to God, the father by him," must be our guiding principle.

However, we are not alone in this world. God has given us neighbors. The second table of the Law says pointedly, "Thou shalt love thy neighbor as thyself." Time spent for the neighbor's spiritual and physical welfare is time spent to the glory of God." cf. Matthew 25.

### Talents

With time God has also given us talents. Talents and talented, gifts and gifted are not to be confused. We are not all exceptionally gifted or talented but Scripture tells us that to each one of us the Lord has given gifts. Cf. Romans 12. 6. Our talents or abilities, hallowed and sanctified by the Word of God and prayer, will be used to the glory of God. Reread the story of Mary of Bethany. Mark 14. 3-9.



Do we teachers of God's Word ask the Saviour to help us discover the talents of the individuals whom we teach? Do we by word and deed encourage them to use their God-given talents in home, school, church and community? Are we really concerned that those whom we teach become and remain productive branches on that vine which is Christ?

### *Opportunities*

Time plus talents plus opportunities equals possessions. Most people are intensely interested in the *getting* of possessions. Christian stewardship reminds us that getting of possessions brings with it the greater responsibility, the higher privilege of giving and sharing. Does not the Bible say, "It is more blessed to give than to receive"? We do give. We give to our local congregation, to local charity. We support the benevolent program of our general Church body. However, does our giving measure up to 1 Corinthians 16. 2: "Upon the first day of the week let everyone of you lay by him in store as God has prospered him"?

"Upon the first day of the week." How many of us recognize and practice the principle of "God's portion first"? God's portion first,

the overflow of grateful hearts for innumerable material and spiritual blessings showered upon them by a kind and loving Father in heaven.

### *As God Has Prospered*

"As God has prospered." That means giving in relation to prosperity and joy. In other words we give much or little as God has blessed us, God's portion, a percentage of our income set aside with prayer and placed into the Lord's treasury. Now we become a trustee of what we have given to the Lord. We use the Lord's portion for only such worthy causes which extend and build the kingdom of Christ.

### *Freedom Through Faith*

Freedom is important. However, the freedom that is important is not the freedom which the world offers. It is the freedom which is ours through faith in Christ Jesus. Our Saviour has "freed us from the curse of the Law being made a curse for us." Now "are we the children of God and if children, then heirs, joint heirs with Christ." Let us tell this story of our freedom through faith in Christ. Tell it with words and deeds, striving to live for Jesus, using our time, talents and possessions to His glory.

# Youth and Stewardship

PASTOR THORSTEN A. GUSTAFSON

*President, New York Conference,  
Formerly Director of Stewardship,  
Augustana Lutheran Church.*

ONE of the better known definitions of Christian stewardship in the Lutheran Church today happens to be the one which we attribute to Dr. W. H. Greever: "Christian stewardship is the practice of the Christian religion." Another statement well known throughout the Lutheran Church is the definition: "Christian stewardship is faith in action." Another one which is now being used is: "Stewardship is giving in the Light of the Cross."

When we speak of stewardship, we speak not simply of means, of the financial support of the Kingdom, but in terms of life itself. In its broadest interpretation, stewardship has to do with all of life. Now it happens in the history of the Christian church that one finds periods when stewardship is defined in those broad terms. And then one comes to another period in the life of the church when that definition narrows down so that it covers simply the financial response which Christians give to the stimulus of the gospel.

## Three Areas

In the stewardship of life there are three great areas. The first is stewardship of *time*. We hear people say so often, "I do not have time for the work of the church." Folks in the so-called full-time Christian service know that many times people, though they do not put it in just so many words, indicate that paid employees of the church can talk about full-time Christian service all they want to without effect. Our Lutheran concept is, of course, that whatever our work may be, our business is to be Christians. Fundamentally we are living a life. That is the answer. In whatever work we find ourselves, that work is holy before the Lord, and should be used in such a way that His name will be glorified among our fellow men.

We have all the *time* there is, there is not any more. To use that time properly is, of course, a problem which concerns many of us. With shorter working hours the trend is toward more leisure time and there is more to be done with



that time. This is a field which bothers Christian workers a great deal because we want to produce Christian people who will make full use of their time.

### *Talent*

A second area is that of *talent* and this is the most important area. Every single person has a peculiar talent. Does not Scripture say something in one translation about a peculiar people? And Christians sometimes pride themselves on being peculiar. The world tells them that they are a peculiar people. Perhaps they should not work so hard at the task of being peculiar, rather live the Christian faith in society. As a result thereof, the world will soon notice that Christians are different in many respects from the persons who give themselves entirely to a lower ideal. As workers in the Kingdom we are constantly on the lookout for talent. We fail most in Christian work, because we do not discover talent fast enough. A real estate man, now gone to his eternal reward, had a motto on the wall of his office. It showed a gentleman with derby and overcoat, wringing his hands. The inscription read: "Ve git too soon oldt und too late schmart." That is just about the thing which occurs to us as workers

in the Kingdom. We get old too soon and we get smart too late.

Discovering talent is one of those things which the church has been stressing for years. If in local congregations we can get talent, and capitalize on that talent, we are going to get a person's time and we are going to get a person's treasure. Capturing the talent is, therefore, the most important achievement in the whole field of stewardship.

### *Treasure*

In the field of *treasure* much is to be desired. Plateaus in giving and psychological saturation points are ever-present dangers. There are some groups in America that will give as high as a hundred, one well over two hundred dollars per capita for the work of the Kingdom. But the Lutheran Church stays within the bracket of from thirty to forty dollars per capita a year for all of the work of the church. We have a long way to go in this area of Christian stewardship.

We must produce better givers in the future than we have had in the past. We must do this, in the first place, for the sake of the gospel itself; in the second place, for the future of the church; and in

the third place, for the spiritual growth of the individuals involved.

### *Stewardship Education*

One part of stewardship education which has been neglected to a large extent is the training among the children. The surface is just being scratched. We have not gone far into it as yet. Yet there is a felt need here.

A pastor during confirmation instruction does and should stress the subject of Christian stewardship. Here is an experience which a pastor had a few years ago in his parish. Having stressed the idea of giving to the church immediately after confirmation, he took the box of envelopes and the rest of pertinent stewardship materials and finally came to the point where most of the youngsters were willing to start out with the little sum of ten cents a week and then build on that foundation.

It went beautifully until the evening when the Luther League had its reception for the new confirmation class. Then a member of the Board of Administration stood up and politely informed the youngsters that "in this congregation we realize that you young people do not have any money of your own, so we do not require any contribu-

tion from you for the first six months after you have been confirmed." Out the window went the pastor's carefully prepared stewardship program. And there went also some good training. Similar experiences in the local congregation may be more prevalent than many folks imagine.

### *The Tithe*

Young people need to be trained in various fields. One phase is the so-called subject of proportionate giving and particularly of the evangelical tithe, if it can be spoken of that way. This particular subject is being stressed in the Lutheran Church today as it never has been stressed before. Stewardship leaders have been asked time and time again, "Why haven't we talked about the tithe, one tenth of our income being especially dedicated to the Lord's work?" The answer in part is that we have been just a little bit afraid of stressing that particular type of Christian stewardship, because within it may be an element of legalism which might militate against our evangelical approach as a Lutheran Church. Despite all of this, the emphasis is growing and the demand for tithing literature throughout the church is also growing.

*to be continued in November*



# Have You Any Visual Aids in Stewardship

PASTOR GEORGE SCHULTZ

*A. L. C. Department of Stewardship and Finance*

ONE might question the grammar in the above title, but its frequent repetition lifts its sincerity above reproach. There is a demand. We were asked to suggest what might be available to meet the demand.

The problem faced by anyone who tries to tackle that job is to determine what a stewardship visual is. To some people stewardship is raising money. In that sense not too much is available. To other people, stewardship is practically synonymous with the Christian life. In that case, where do you begin and where do you end the listing? If we try to settle down somewhere between these two extremes and state that Christian stewardship is the Christian use of all I have, my time, my talents, my possessions, we still have difficulty in being selective.

Rather than debate the terminology, let us settle on the latter idea, using any words you may wish. That means we will still have to divide stewardship visuals

into four general categories: 1. Those that teach so broad a philosophy of stewardship that it practically fuses into the Christian life. 2. Those that teach stewardship principles, backgrounds, practices. 3. Those that teach those who will teach, — every - member - visitation training. 4. Those that are geared to a specific stewardship effort and are calculated either to motivate giving or account for the results from giving.

## I. *The Broad Base.*

1. "*And Now I See.*" A member of the church council discovers the wider work of the church and its stewardship imperatives. Produced by Cathedral Films for the U. L. C. A. Black and white sound motion. 40 minutes. Rental \$10.

2. "*Salt of the Earth.*" What stewardship and evangelism mean in the life of the individual member is given a dramatic setting in a modern church in a coal mining area. Produced by Cathedral for the U. L. C. A. Black and white

sound motion. 40 minutes. Rental \$12.

3. *"Like a Mighty Army."* A continuation of the above series by the same producers. Though the writer has not viewed it, the picture is highly recommended, stresses the evidence of faith and the role of laymen in planting new missions. 45 minutes. Rental \$12.

4. *"Beyond Our Own."* A successful lawyer in the U. S. A. discovers through his brother, a successful missionary in China, the broad stewardship philosophy of life. Produced by Protestant Film Commission. 40 minutes. Rental \$10.

5. *"The Raggedy Elf."* A filmstrip on the virtues of sharing. Very broad stewardship. Color cartoon, good for children. Produced by Cathedral Films for the Methodist Church. 16 minutes. Purchase price \$7.50.

Because of the length of the motion pictures, they are more practical for occasions other than regular Sunday-school sessions. The stewardship implications are made more graphic by carefully directed discussion after the showing.

## II. *The Principles of Stewardship.*

1. *"Bobby and Jane's Discovery."* A Sunday-school boy and girl discover that their 25 cents goes all

over the world through benevolence. Color cartoon filmstrip of 48 frames. One 78-rpm record running eight minutes. Produced by Presbyterian Church, U. S. A. Purchase price \$12.

2. *"Two Dollars."* Miserliness and stewardship are contrasted in the lives of two men who each handle a dollar. This is a favorite of ours for children and adults. Color cartoon filmstrip, 67 frames. Two 78-rpm records running 16 minutes. Produced by the Pilgrim Press. Purchase price \$15.

3. *"Two Little Demons Lose Their Will Power."* The difficulties of Mr. William Power who knows he ought to write a Christian will but has a hard time doing it. Not particularly applicable to children. Produced by the A. L. C. Cartoon on photograph makes a light, entertaining presentation. 74 frames. Two 78-rpm records running 20 minutes. Purchase price \$7.50. Rent from the Wartburg Press for \$1.

4. *"You and Your Money."* A carpenter learns that his hard-earned money is a part of himself. When he gives his money, he gives himself. Not viewed by the writer, but highly recommended. Color cartoon, 62 frames. Two 78-rpm

turn to page 30



# The Monthly Conference of Teachers and Workers

MISS MABEL OLSON

*Bismarck, North Dakota*

*Aim:* How to Teach the Principles of Christian Stewardship.

1. *Opening Devotions.* Using Matthew 25. 14-30, 40 and 1 Chronicles 29. 13-17 to establish basic principles of stewardship:

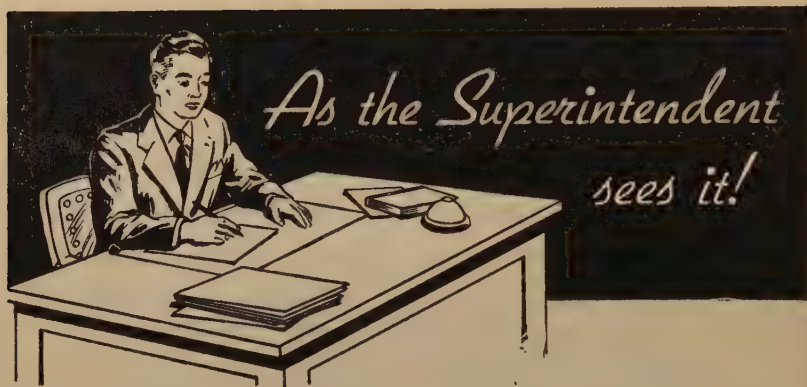
- a. A steward is an agent, not an owner.
- b. Our money, property, lives belong to God.
- c. What we call ours is only a trust.
- d. The love of Christ constrains us to give.
- e. We must give cheerfully and wisely.

2. *Study of the Church Needs, Local, and of the Church at Large.*  
Treasurer or financial secretary should be present to give detailed information. Pastor will point out the need for church workers.

3. *Stewardship in the Departments.* Group sessions here if desired.

- a. Nursery, Beginners, and Primary.  
Place emphasis on sharing.  
Bring gifts to Jesus, regular offering, birthday offerings.  
No matter how small our gifts, God remembers and blesses.
- b. Junior Department.  
Emphasis on thought that gifts must be obtained and given at some personal cost to be pleasing to God.  
Budgeting our time, regular in Sunday-school and church attendance, careful lesson preparation.  
Setting aside some of our allowance for the work of the church, missions, needy in community, etc.
- c. Intermediate and Senior Departments.  
Emphasis on using our talents for Christ. Enthusiasm, mental powers, physical strength, special gifts.  
Study opportunities for service in the church.  
Church loyalty.  
Membership carries with it responsibilities.  
Systematic giving.  
Knowledge of the church finances.  
"Give and it shall be given unto you."

*turn to page 29*



## Teaching Stewardship in the Upper Departments

SIGNE M. SWANSON

*New Britain, Connecticut*

TO augment the lessons on stewardship that are included in the *Christian Growth Series*, and to keep the subject constantly before us, it is well to plan a series of worship services which will teach the meaning of stewardship in its larger sense and which will lead the pupils to practice it every day. Parental co-operation should be invited through letters or through home visitation. Charts and leaflets to serve as reminders should also be sent home at intervals.

Inasmuch as the worship service is short so as not to encroach upon our studies, it will be necessary to

spend several consecutive Sundays in the development of the theme.

### *What Is Stewardship?*

In the paragraphs which follow, I shall indicate the central thought of each lesson in a necessarily condensed form.

I. One approach to the question may well be on the Sunday in September when we present Bibles to the children entering the Junior Department from the Primary Department. This is a logical time to discuss its origin, its purpose and its use by Christians. We read our Bibles for several reasons, for knowledge, inspiration, guidance,



comfort, but essentially so that we may know, believe, understand, love and follow Christ. Inasmuch as this Book is the Word of God, it is the Christian's guide book and should be used by him every day.

### *Bible Readings*

At the conclusion of this service, present every child in the department with a chart suggesting daily Bible readings. You may wish to prepare your own list or you might consult such sources as Halley's "*Bible Handbook*," "*The Home Altar*," etc. Avoid giving too short assignments. Also, prepare a chart for a month at a time rather than for the whole year at once. This will provide opportunities to present lessons on Biblical facts or personages once a month and will serve to re-emphasize daily Bible reading. The first chart might be headed by a statement such as this: "To encourage you to read your Bible every day, we present you with this chart. Begin today to follow its suggested plan. Read aloud to some member, or to all, of your family. The Bible is the Christian's guide book. As you read it, you will learn to know, to love and to follow Christ. See Colossians 3. 16."

II. Since the Bible is the Christian's guide book, we naturally

provoke the following trend of thoughts:

A. Who are Christians?

Believers in Christ.

Followers of Christ.

B. How do we follow Christ?

Through obedience and service to God.

Mark 12. 30-31.

C. Why should we so love the Lord?

Develop the thoughts.

1. That *everything* comes from God; therefore *everything* belongs to Him. Read Genesis 1. 1 to 2. 3. Show film, "Creation According to Genesis." Study Luther's Explanation of the Creed. Suggest that children read the book, "*This Is God's World*," by Mabel Niedermeyer.

2. That I am here as God's steward and it is my responsibility to do all I can to care for everything to the *best* of my ability.

3. That when I fail Him, He is willing to give me another trial.

4. That He loves me so much that He sent Jesus to redeem me.

5. That He redeemed me so that I might serve Him always, everywhere.

D. How can I serve Him?

1. *Now*.

Directly, by practicing the Christian way of life wherever I may

be, at home, at school, on playground, in Sunday school; being kind, thoughtful, considerate, helpful, sharing. Serving in the church by singing in the choir, taking an active part in the Junior Missionary Society, participating in the worship service, serving as acolyte, helping the secretary to send out mail and to fold programs, helping the sexton to shovel snow, etc., taking good care of our Sunday-school equipment, etc.

Indirectly, through my money which supports home and foreign missions.

## *2. In the future.*

By training for the full-time professional church service.

By planning to give of my time and talents as a part-time volunteer worker in some church activity.

## *Summary*

To summarize the thoughts that have been developed through this series of lessons, give each child the chart shown below to take home, to sign and to hang in a prominent place in his home.

"All that I have is Thine alone  
A trust, O God, from Thee."

**A**S a Christian, I believe these words. As a good steward, I believe it is my responsibility:

1. To plan a definite time to read by Bible every day.
2. To plan a definite time to pray to God every day.

In the morning, I will remember to praise God and to ask Him for guidance and protection during the day.

At mealtimes, I will remember to thank God for His many gifts to me.

In the evening, I will remember to ask Him for forgiveness and for His blessing upon us all.

3. To look for opportunities to do good deeds every day at home, at school, on the playground, on the streets and at my church.

4. To set aside a part of my money for the Lord so that I may do my share to extend His kingdom in all parts of the world.

5. To attend church every Sunday.

I shall earnestly try to live up to these standards.

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SIGNATURE

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DATE

## *Teachers of Seniors!*

*Helps for Teaching the Christian Growth Series*  
*Senior III, First Quarter*

### CHRIST IN OLD TESTAMENT HISTORY

DR. H. LEUPOLD

*Columbus, Ohio*

**I**N every way the Bible histories of the Old and the New Testaments are so much richer than the history to be read elsewhere. They are so much more instructive in every way. Not without reason are they studied more than any other kind of history that is known. Just because of the way in which they prepare for Christ, they richly deserve the attention that the church has always given to them.

#### *God's Hand*

Let us put it this way: Nowhere else is God's hand so plainly to be seen in history as in the record of the people of God found in the Old and New Testaments. Time and again, God reaches down and protects His own because He has clearly promised that He would never leave them nor forsake them. Then again He so guides the outcome of things that Israel may not be lost, or that she herself may not lose sight of her hope. No nation can point to such clear instances of

divine protection and guidance as can Israel.

But all this is for the reason that God had planted a rare hope in this nation, and on the survival of the nation depended the survival of this hope.

#### *The Beginning*

True, this hope had its beginning before Israel as a nation existed. The great prospect for the human race took its beginning in the Garden of Eden directly after the Fall. Of all the important words that were ever spoken for the human race, hardly a one exceeds in importance the one that said that the seed of the woman should crush the serpent's head. We can hardly estimate how great importance early mankind attached to this word. It was for centuries the only Bible man had. No doubt, men probed deep and long into that promise and saw its implications perhaps far more



clearly than we are wont to suppose.

### *Clearer and Clearer*

But the hope that was then implanted, and later renewed to Abraham, that in him "all the families of the earth should be blessed," kept growing clearer and clearer as time went on. When men needed more light, there came brighter promises from God. When men were deeply shaken or deeply concerned about doubtful issues, then it was that God gave just as much more of heavenly light as was required by the circumstances.

We say it again, it was for the sake of this great hope of the Messiah to come that God preserved, guided, spared, and forgave Israel. It is equally clear that Israel did not deserve such mercies. But God's mercy is far greater than our boldest hopes, and God has always dealt with man, not on the basis of his deserts but according to His own great loving-kindness.

So the Old Testament in becoming the record of the unfolding of the Messianic hope at the same time becomes a fine testimonial of God's remarkable grace. For "by grace are ye saved through faith." It is values like these that we must bear in mind and emphasize in

teaching a course like this. They must be repeated continually until deeply impressed on the minds of the pupils.

Another evidence of the influence of God in Israel's history is the appearance of great characters that foreshadow the work and person of Christ. As Moses delivers Israel from bondage, so Christ saves His own from the bondage of sin. As Joshua brings them into the land of promise, so Christ is a greater Joshua. As David led them on to great victories, so Christ leads His church "from victory unto victory." Solomon's wisdom is surpassed by Christ's. Aaron brought sacrifices for the sins of the nation; Christ Jesus is the greater Aaron.

### *Solid Impact*

It is interesting to find that all this came piecemeal to Israel: here a bit, there a bit. But adding up the sum total of these portions they made a solid impact upon Israel's thinking. At every step in life Israel would come across some reminder pointing forward to the Christ. It should not surprise us therefore that in Jesus' day the people were continually referring to their hopes of a Messiah. This is the way God wanted it to be, and in this sense, at least, Israel had

caught the import of the various elements of truth embodied in their sacred writings.

### *Testify of Christ*

In other words, one might state the case thus: If a man reads the Old Testament and fails to find Christ step for step, he has missed the chief purpose of the Book. He is one of those who having eyes see not, and having ears hear not. But he who is on the alert for this truth, looks for Christ continually and finds Him on almost every page of the Old Testament. He reads as Christ would have him read. For the Saviour said of the Old Testament books, "They are they which testify of me."

One can say that the threefold office of Christ—Prophet, Priest, and King—is the sum of the things prophesied in the Messianic words.

In almost every one of the prophecies we find that one or the other of these offices stands out. Whatever the great prophets, priests, or kings of old achieved Christ fulfilled in far richer measure.

In such a Christ, then, did the Jews in days of old believe. For such a one they longed and hoped. And so their faith is much like ours. It is fixed on the same Person as we know. It hopes for the same great results that we know were achieved by Him. But there is this difference. They believed in a Saviour who was to come. We believe in the Saviour who has come. But in each case it definitely is the Saviour, and the same Saviour. "Neither is there salvation in any other; for there is no other name given from heaven among men whereby we must be saved."

*We are torch bearers  
Hold high the torch  
You did not light its glow — —  
'Twas given you by other hands, you know.  
I think it started down its pathway bright  
The day the Maker said: "Let there be light."  
And He once said who hung on Calvary's tree  
"Go . . . Shine . . . for me."*

Anonymous.

# Apostles' Creed

## Filmstrip Nearing Completion

ARNOLD H. JAHR

Bellevue, Iowa

Secretary, Committee on Visualizing Luther's Catechism

IT TOOK the Committee on Visualizing Luther's Catechism two years plus three months of careful preparation and painstaking effort to produce the filmstrips, *The Ten Commandments Visualized*. It has taken two years plus four months for the committee to complete the new series, *The Apostles' Creed*, scheduled for distribution late in October or early November.

It was no simple matter. Almost a year was spent in preparing a scenario satisfactory to the sponsoring Boards of Parish Education, American Lutheran Church, Augustana Lutheran Church, Evangelical Lutheran Church, and The Lutheran Church,—Missouri Synod. Doctrine, sequence, and pedagogical correctness had to be critically scrutinized. Finally, it was acceptable and a contract was let to Churchcraft Pictures, the committee's production agent. Then came the work of illustration. More than a year was needed by artist Maurice Noble to complete the 240 il-

lustrations. Working from his original rough sketches, he subjected each painting to the committee for correction, approval, or rejection. Over \$13,000 has been spent, not counting the time of committee members who worked many hours and were reimbursed only for traveling expenses.

But the work has been done, and the Committee on Visualizing Luther's Catechism soon will offer six filmstrips on *The Apostles' Creed*. One strip will be in color, five in black and white. They may be purchased individually or as a set. The following filmstrips make up the series:

Filmstrip No. 1. The First Article: Of Creation. In color, 50 frames.

Filmstrip No. 2. The Second Article: Of Redemption. In black and white, 41 frames.

Filmstrip No. 3. The Second Article: Of Redemption, continued. In black and white, 40 frames.

Filmstrip No. 4. The Third Ar-



ticle: The Holy Ghost. In black and white, 32 frames.

Filmstrip No. 5. The Third Article: The Holy Christian Church. In black and white, 47 frames.

Filmstrip No. 6. The Third Article: Forgiveness and Salvation. In black and white, 31 frames.

It is generally agreed by those who have seen the drawings and have studied the arrangement of these filmstrips, that there is a distinct improvement in technique and style over "The Ten Commandments Visualized." This is a good recommendation, for the Ten Commandments filmstrip found generous acceptance and received highly favorable comments in both Lutheran and non-Lutheran circles.

### *Color*

The use of color in presenting the First Article greatly adds to the teaching value of this filmstrip. The use of color for the entire series was carefully studied, but was abandoned because it would have placed the filmstrips beyond the financial ability of many congregations. Furthermore, it was felt that, whereas color served a real purpose in the presentation of the wonders and beauties of God's creation, it was not nearly as essential, from a pedagogical viewpoint, for

the teaching of the Second and Third Articles.

### *Objectives*

To show how carefully the filmstrips have been planned, and how they are intended to present not merely the Scriptural truths on which our Christian faith is based, but also to create correct motives for Christian living, we quote in the following paragraphs the "Objectives" which are the aim of each filmstrip:

#### *Filmstrip No. 1. Of Creation.*

1. To realize that all creation is of God. 2. To recognize our dependence upon Him. 3. To acknowledge God's wisdom, power, and majesty. 4. To appreciate God's love for mankind. 5. To inspire us to a loving response.

#### *Filmstrip No. 2. Of Redemption.*

1. To understand that Christ is both true God and true man. 2. To appreciate man's need of a Saviour. 3. To learn why God sent Christ into the world. 4. To recognize the importance of accepting Christ as our Saviour.

#### *Filmstrip No. 3. Of Redemption, continued.*

1. To realize that Christ's work of redemption was one of complete obedience to the Father's plan of salvation. 2. To appreciate the importance of His resurrection and ascension. 3. To experience the blessings of being

"His own." 4. To understand what are the blessings, privileges, and responsibilities of living as "His own" and serving Him as "His own."

*Filmstrip No. 4. The Third Article: The Holy Ghost.* 1. To recognize the Holy Spirit as a person in the Holy Trinity. 2. To realize that we need His help to lead us to faith in Christ. 3. To acknowledge that our position as God's children is dependent upon the work of the Holy Spirit. 4. To learn what "good works" are. 5. To learn that "good works" are expected of God's children.

*Filmstrip No. 5. The Third Article: The Holy Christian Church.* 1. To realize that the Church is the work of the Holy Spirit and not of men. 2. To understand the essential work of local congregations. 3. To appreciate the benefits of co-operation with other congregations. 4. To recognize our personal responsibilities as church members.

*Filmstrip No. 6. The Third Article: Forgiveness and Salvation.* 1. To make us aware of our daily need for forgiveness. 2. To realize that forgiveness is only through Christ. 3. To recognize forgiveness of sins as our greatest treasure. 4. To be assured of eternal life through Christ.

### *Teacher's Manual*

In addition to the filmstrips, a practical "Teacher's Manual" is included as a supplement. According to the preface: "This Manual has been prepared, not to provide a running commentary on the pictures, but 1. To acquaint the instructor with the filmstrips (General Outline). 2. To make him aware of the lessons to be taught (Objectives). 3. To offer additional information and guidance (Resource Materials). 4. To suggest related projects for the pupils (Activities)."

Over 300 Scripture texts are referred to in the Manual as bases for the doctrines presented in the series. As additional resource material dozens of well-known Christian hymns are cited. From four to six practical activities for the pupils are suggested for each filmstrip. The Manual is a valuable guide to the effective use of these filmstrips in teaching the Apostles' Creed.

### *Many Uses*

As pointed out in the Manual: "Confirmation classes, membership classes, Sunday schools, Vacation Bible schools, and other educational agencies of the church, including those for adults, will find these

*turn to page 30*

# Sunday School in the DP Camps of Germany

ANTON KIVISIKK

*Pastor in the Estonian Evangelical Lutheran Church-in-Exile,  
and Director of Religious Education for LWF-SR in the American Zone*

*Here is a report of stewardship in action—Lutheran World Action. Writes Pastor Kivisikk: "They know their fellow Lutherans in America are thinking and caring for them through Lutheran World Federation Service to Refugees." EDITOR.*

**W**ALKING on a Sunday morning through the streets of most Baltic DP camps in Germany you are sure to meet children, happy and gay, carrying hymnbooks and small picture cards, illustrations of the Bible stories. Where are the little homeless children hurrying so early in the Sunday morning?

They are going to their Sunday-school classes or to the children's service. And when you walk on down the street you surely will hear the clear sound of their singing through the opened windows of their meeting room. There is a DP Sunday school.

## *The Need*

After the war there were no Sunday schools. Lutheran pastors saw that on Sundays the children in the camps ran or sat about without profit or enjoyment. There

was a great need to lead them to the eternal truths of the Lord. It was urgent that some religious education be organized. But how to go about it in a DP camp in ruined Germany? There were no trained teachers, no materials or helps for teaching, and no hymnbooks. It was even hard to get a room.

Not daunted, the pastors of the DP's called the children together on Sundays to clubrooms or any place available, and held children's services as has been the custom in Europe.

## *Service to Refugees*

A thorough turn was brought in the success of this work by the Service to Refugees of the Lutheran World Federation. The senior field representative, Dr. Howard Hong, and his assistant, Mr. Kenneth Senft, saw the need for systematic work, workers and materi-



al. Soon qualified men were added to the LWF-SR staff to help organize a greater program of religious education all over Germany.

Each of the churches-in-exile appointed a pastor to supervise the Sunday-school work in all parishes of his church. Several profitable conferences were held and it was found essential to arrange courses for the training of Sunday-school teachers. When the Lutheran World Federation set up its study centers for displaced persons in the British and American zones, some of the first courses were for the training of Sunday-school teachers. The lecturers and specialists there were the best men and women available.

After these first courses a large number of teachers started work among the children in their camps in conjunction with the pastors. In almost every camp, even among the smallest Lutheran groups, Sunday schools began working successfully and methodically, and were richly blessed.

### *Lack of Material*

The next great problem was the lack of material. In the refugee families were almost no hymn-books. Here again the LWF-SR helped us. Books were found or printed, and were given for use in

the Sunday schools. How happily our children have been singing to the Saviour in the language they fully understand. The most difficult problem was the lack of Bible-text explanations in the various languages. Here again the LWF-SR has been able to provide for the larger churches-in-exile a mimeographed weekly paper of explanations and instructions for the teachers in their own languages. Also some pamphlets were published for the children.

### *Picture Cards*

The work has been made easier for the teachers and more interesting for the children by the Sunday-school picture cards sent from America and distributed regularly by LWF-SR. Now on Sunday each child receives a picture card illustrating the day's lesson. The children happily collect them into books. As the stories on the backs of the pictures are in English, the children also learn more of the language they urgently need if emigrating to the United States, Canada, or Australia.

The LWF-SR has also provided other materials for the Sunday schools. For Christmas, Confirmation, and other festivals sweets and supplementary food are often given. The children from all their little

hearts, together with their parents, praise the Lord who has helped them through the fellow Christians from a far land.

### *At Least One*

Now in nearly every DP camp where there are Lutherans there is at least one Sunday school. In many camps where more than one nationality is present there are more of them. Almost all children of displaced Lutheran families attend the Sunday schools regularly. Every Sunday more than ten thousand DP children attend Lutheran Sunday schools, although they must often be held in miserable rooms. The ten thousand children sing joyous praise and thankfulness to their Saviour, and also thank Him for all the gifts and support Christians in America have sent them.

To keep the whole program functioning smoothly, to solve problems and advise the pastors, the LWF representatives are loaded with much work. The skilled advisors are continuously visiting in the DP camps, meeting with the teachers and discussing difficulties. The increasing emigration is making gaps in the ranks of the Sunday-school teachers. So we always need more, and additional courses are presented at the Lutheran study centers to train them.

### *Audio-Visual*

For further effectiveness the LWF-SR has provided slide projectors and religious films for Sunday schools. When the LWF representative visits a camp with films all the children gather in great excitement to see them. Also the older youth and parents are interested in these programs. They are great adventures for the children, and even those who do not always take part in the Sunday-school lessons come to see the pictures. In the big camp at Hanau where there are also many Catholics and other denominations everyone came, and almost 400 children of several confessions followed the pictures zealously and heard the story of the suffering of Jesus and about the Heavenly Kingdom. Parents ask to take part, too.

### *One Family*

So on every Sunday morning in the DP camps more than ten thousand children hurry happily to the Sunday schools. They know that they are sitting together with millions of children all over the world at the feet of Jesus and are hearing His words of love. And they know their fellow Lutherans in America are thinking and caring for them through the Lutheran World Federation Service to Refugees.

# Activities in the Field of Christian Education

I. O. NOTHSTEIN

*Warm Hearts Amid Winter Snows.* "Winter lasts a long time in the north-woods country," stated a belated report in the *Lutheran*. "Children do not get to Sunday school. St. John's Lutheran Church (U.L.C.) in Phillips, Wis., was doing something about it this past winter.

"Nine women of the congregation who have proven their skill in driving on snow-drifted roads have made quarterly visits to the homes of 150 children in a 1000-square-mile territory. They bring the Sunday-school lessons to the shut-in children. Correspondent Charles A. Puls of the *Lutheran* staff says the home-visiting ministry of Pastor Frank R. Wagner and his people in Phillips is 'unique in the Synod of the Northwest.'"

\* \* \*

*Sunday-school Curriculum Conference.* Indicative of the growing attention being given to the development of Sunday-school work within the Missouri Synod, was the special conference of religious educators held under the auspices

of the Board for Parish Education and Concordia Publishing House in St. Louis. "Inasmuch as the Sunday school is one of the chief educational agencies of our Church," says Pastor L. Braeunig in describing the meeting, "and two-thirds of the children of our Church depend on the Sunday school for their primary religious instruction before confirmation, the conference took note of the increasingly strategic task that the Sunday school will have to perform in the evangelization and Christian-life training of the great majority of the future members of our Church. Especially is this true as our Synod begins to approach the ideal of the whole church at school as well as at worship on Sunday mornings."

The conference recommended that the Board for Parish Education thoroughly review the objectives to be attained by means of the Sunday school. There was a general agreement that the Sunday school must always be considered a means and never an end, and that the purpose of this means is to aid



in the restoration of men to the perfect image of God through the faith and life which is in Christ Jesus by means of the Word.

To aid Sunday schools in approaching the objective of developing life in Christ, the conference urged an intensive study of pupil needs for Christian development at each age level of life, and the publishing of materials and procedures appropriate to these levels.

On the basis of Biblical principles, of discussions led by specialists, and of the findings of an extensive study in which more than 3,000 pastors and Sunday-school workers co-operated, the following specific recommendations were made by the conference:

In place of the present uniform lesson system throughout the elementary division of the Sunday school, a system of group grading with at least two divisions of materials was urged, the materials to be designated by school grades.

The lessons must continue to be thoroughly Bible-based and Bible directed. At the same time, however, a broadening and an enrichment of the program was urged.

Instruction in evangelism, stewardship and the promotion of Bible reading was recommended, and that provision be made for increasing the direct use of the Bible by the pupil. The publishing of a parent-teacher magazine in place of the *Teachers' Quarterly* was urged.

## Monthly Conference

from page 15

4. *Entire Group Plans a P. T. A. Stewardship Tea.* Preparation for the every member canvass coming up in November.

Singspiration using:

"Take My Life and Let It Be."

"A Charge to Keep I Have."

"Work for the Night Is Coming."

"We Give Thee But Thine Own."

Six Stewardship T's.

Tongue: "Praise Him, Praise Him," by Primary.

Time: Talks, Junior Pupils.

Talents: Talks, Teen Agers.

Tithing: Talk by Parent or Board Member.

Thoughts: A Sermonette by Pastor.

Tea Table.

(Some of the ideas in the Stewardship Tea are from the manual, *Faith in Action*.)

## Apostles' Creed

from page 24

filmstrips of great value. Individual filmstrips in this series might also be used for special occasions. For example: The first filmstrip, The First Article: Of Creation, with its emphasis upon God's goodness, and our reactions of praise and thanksgiving, could be used in connection with Harvest-home Sunday, or Thanksgiving Day. Filmstrips No. 2 and No. 3, Second Article: Of Redemption, might be used during the Lenten season in presenting the purpose of Christ's suffering, death, and resurrection."

The feeling of the Committee on Visualizing Luther's Catechism, which has turned out to be an interesting and highly successful intersynodical venture of co-operation, is expressed by this quotation from the Manual: "Above all else, may these filmstrips on The Apostles' Creed serve to strengthen our faith in the Triune God, and may we appreciate in an ever-increasing measure the importance of the Three Articles of the Christian Faith as they apply to our everyday life."

\* \* \*

"Jesus is a very present help in trouble."

## Visual Aids

from page 14

records running 15 minutes. Produced by Missions Council, Congregational Christian Church. Purchase price \$15.

5. "*A Job for Jimmy Cooper.*" A young man gets his first job and learns to set aside one-tenth of his income for the Lord's work. Not viewed by writer, but highly recommended. 64 frames, black and white, two 78-rpm records running 15 minutes. Produced by General Council, Presbyterian Church, U. S. A. Price \$10.

III. *Teaching those who will teach, chiefly the purpose, technique, problems, accomplishments of the Every Member Visitation.*

1. "*Teamwork.*" Everett Mitchell of the National Farm and Home Hour, narrates the why, how and what of a visitation. Two 78-rpm records running 20 minutes accompany the filmstrip. Produced by U.C.C.A. Price \$10.

2. "*Mr. Jones Wakes Up.*" The chairman of the visitation has a nightmare about last year's canvass and plans a good one this year. Cartoon bordering on caricature. Two 78-rpm records running 20 minutes accompany filmstrip of 81 frames. Pilgrim Press, Price \$10.



3. "*More for Your Money.*" Motives for giving in the local church. Not viewed by writer but highly recommended. Two 78-rpm records accompany filmstrip of 75 frames. Produced by Methodist Publishing House. Rental \$2.50. Purchase \$10.

IV. *Geared to Specific Stewardship Efforts.* These will naturally vary with the denomination, the church, the effort. The only material we know of at the moment which attempts to tell the story of the full scope of the Church's work is "*You and the Other Half Million,*" produced by the A. L. C., and specific to its program. Other denominations may have similar items not advertised on the open market. Attention is also drawn to the individual boards of the various denominations from whom materials concerning their specific work is usually available.

## *Teachers of Primary!*

*continued from September*

### *Unit C*

#### *Christmas in Many Lands*

In this unit the joyous Advent season is introduced. In the November issue of THE CHURCH SCHOOL TEACHER there will be

an article entitled "Preparing for Christmas in the Church School." Use as many of these suggestions as possible, tying them in with this unit. Send to the parents suggestions for keeping Advent in the home.

#### LESSON 10

Begin the unit by planning to decorate tiny Christmas trees representing various countries or by planning a frieze to depict Christmas customs of other nations. This activity will be continued each week until Christmas.

#### LESSON 11

Make plans to go Christmas caroling one afternoon near Christmas. If possible sing carols in a children's hospital or in the home of a sick child.

#### LESSON 12

Plan a Family Christmas Service. Have the worship period at the close of the session. Choose one class to present their Family Christmas Service for the rest of the department. Encourage the children to use their Family Christmas Service at home on Christmas Eve or Christmas Day.

#### LESSON 13

Once again the joyous Festival of Christmas has come and gone. As your boys and girls celebrated the birthday of their Saviour, who



ruled in their minds and hearts, Santa Claus or Jesus Christ? The answer depends in part upon the way you have taught this unit.

During this quarter the primary boys and girls will have learned to appreciate more fully and to read regularly the Word of God; to know, read and, apply some truths of Jesus recorded in the Bible; and to know and believe the gospel message in God's Word. As you plan and teach these units may your prayer be:

Lord, grant us all aright to learn  
The wisdom Thy Word imparts  
And to its heavenly teaching turn  
With simple, childlike hearts.

## *Teachers of Beginners!*

*continued from September*

### *Unit C*

#### *God's Christmas Gift*

The story of the Saviour's birth has inspired men through the ages. As a result much beautiful art, music and literature is ours today. An alert teacher will make use of this rich heritage that proclaims the Saviour's birth. The pictures, songs, and stories will be lost, however, if they are not carefully woven into the child's everyday experiences.

### LESSON 9

A print showing the original round view of Raphael's painting, "Madonna of the Chair," may be shown in addition to the leaflet cover so that the children can see how it was painted in a circle.

This painting is one of the children's favorites, probably because the artist has exquisitely portrayed deep love between mother and child. Little Saint John, with his hands folded, looks up in love and adoration at Baby Jesus and Mary. The artist first drew this picture on a barrel lid. He made all the lines go around in a circle. Take time to point out this detail to the class. Call attention to the many beautiful colors in the picture. Tell them Raphael's father taught him to mix colors and use a brush when he was a little boy.

Draw the children close to Jesus by explaining that little John shows us how to worship Jesus. Ask questions to arouse interest: Who is the little baby in the picture? Who is looking at the baby? Why does the mother hold the baby so close? What is the color of the mother's dress? Even as Mary and little John hold the baby Jesus closely, help the beginner to feel a closeness with the new-born Saviour.